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ABSTRACT

The purpose of this study was to identify the educational needs and concerns of Pilipino/Pilipino-American students so that recommendations for a more effective education for these students could be made. Students from one Los Angeles, California junior high school were chosen as the target population. Information was gathered from the students themselves, school staff members, family members, friends and peers, and community groups. Data collecting activities included individual interviews, group interviews, meetings, questionnaires, observations, and document analysis. The concerns identified included: (1) stereotyping Pilipino/Pilipino-American students as academic achievers, (2) the scarcity of information about Pilipino cultural heritage, (3) proper assessment and placement for English as a Second Language (ESL) programs, (4) inadequate ESL classes, (5) identification of gifted children, and (6) lack of ethnic integration in the school studied. The findings were reviewed by a community committee which identified additional concerns and made recommendations for improving the educational situation of Pilipino students. Student and staff questionnaires and interview schedules are appended. (MK)

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EDUCATIONAL NEEDS OF PILIPINO/PILIPINO-AMERICAN JUNIOR HIGH SCHOOL STUDENTS: A RESEARCH PROJECT

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TABLE OF CONTENTS

		Page
I.	Introduction	1 - 2
II.	History of the Project	2 - 3
III.	Objectives of the Study	3 - 4
IV.	Methods and Procedures	4 - 13
V.	Learning Environment of Virgil Junior High The Students and the Setting	13 - 32
VI.	Results of the Study: Educational Needs of Pilipino/Pilipino-American Students at Virgil Junior High School	33 - 41
VII.	Summary and Conclusions	42 - 45
VIII.	Summary of Final Comments of Community Review Committee	45 - 53
IX.	Appendices	54 - 87

A. Data on Pilipino/Pilipino-American Students

B. Student and Staff Questionnaires

C. Student and Staff Interview Schedules

D. List of Informants

E. List of "Gifted"/AE Program Activities

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I. INTRODUCTION

Seldom have the educational and counselling needs of Pilipino/Pilipino-American youth been the focus of research endeavors.* Ergo, little is known regarding the possible problems these students may experience in relation to their education. Although teachers, counsellors, and administrators have developed an awareness of and sensitivity toward students of diverse and differing cultural backgrounds, emphasis has been focussed on the Black and Chicano communities (Nowells, 1978). Numerically smaller ethnic populations, such as Pilipino-Americans have remained , to some extent, unknown.

To the present, identification of needs of Pilipino/Pilipino-American and other Asian-American youth continue to be based on observations and impressions of educators. Few systematic studies have been conducted using surveys, interviews, or case studies (U.S. HEW, 1978; U.S. Commission on Civil Rights, 1979). Perhaps, the prime factor contributing to such neglect is that Pilipino-Americans have been viewed as "not having problems." This perception is largely derived from the "model minority" stereotype used to characterize Asian-American student populations. Alternately stated, educators and policy makers are trained to identify those populations of which most students are performing at or below standard levels as "needy". In the Pilipino-American student case, a significant number are performing at or above average, both academically and behaviorally. Many of these students appear on the honor roles, are placed in advanced courses, receive scholastic awards, and involve themselves in school-sanctioned extra-curricular activities. Such pupils are referred to by teachers as "perfect students" and "high achievers". They welcome these students into their classes.

*The letter "P" is used in this report instead of the letter "F". There is no letter "F" in the Philippine National Language and alphabet. The letter "P" also reflects a significant ethnic consciousness in the United States and is used in the many reports and documents currently published by HEW and other Federal agencies.

The implications of such perceptions, beliefs, and myths are manifested in a number of interrelated ways. Perhaps the most glaring example is that Pilipino-American students are thought to be a homogeneously talented group. Teachers' expectations are that every Pilipino student will excell in scholarship and cooperation. Unfair and inappropriate expectations are then placed on Pilipino students who may not be so talented or motivated to do well in school. In this situation, his/her particular needs may remain unnoticed and consequently unattended. In addition, teachers may leave the cooperative Pilipino students on their own in the classroom while they focus their attention on the needs of other students. Resulting from this phenomenon are the possibilities that these students may not be learning all that they might, may not be working to capacity, and may become bored with school. This is a serious shortcoming of the school system, if the purpose of education is to see that our youth develop intellectually and morally to their full potential. Often, the "educationally advantaged" and "gifted" students have needs which are unmet by public schools. The Pilipino "high achiever" represents a segment of an ethnic minority population which the school system may be neglecting, in terms of nurturing its members' talents.

The importance of identification and development of approaches, to meeting the educational needs of Pilipino-American students, can not be overemphasized since other "needs" and "problems" can be prevented by early detection and intervention. However, in order to ensure a proper education, for this group of students, an identification of needs is required before approaches and focus can be developed to meet these needs. Such is the task of an educational researcher.

II. HISTORY OF THE PROJECT

During the 1978-79 school year, the Pilipino-American Education Committee (chaired by Ms. Helen Brown) met with members of the Los Angeles Unified School

District to discuss the status of education for Pilipino-American students. The function of the meetings was, in part, to communicate to the district the concerns of the Pilipino-American community of Los Angeles regarding the education of its children. During the meeting and a previous one in 1977 with Dr. Harry Handler, Associate Superintendent in charge of instruction for LAUSD, community members expressed concern about such educational issues as gang-related activities, drop out rates, placement of ESL students, identification of gifted Pilipino youngsters, and needs for Pilipino-American teachers, counselors, and administrators, and curriculum on Pilipino-Americans. They were also generally interested in the matter of whether the educational environments were allowing their children to maintain and learn about their cultural heritage (BALITAAN, 1977).

These meetings, at which the interests and concerns of both district and community were expressed, resulted in a number of decisions. Among these were: 1) the production of a set of pictures and biographies of noted Pilipino-Americans in Los Angeles (a visual aid kit to be used in classroom instruction), 2) a continued dialogue on the issue of ethnic data noting "Pilipino/Pilipino-American" as a separate category from "Asian", 3) the sponsorship of a research project to study the "Needs of Pilipino/Pilipino-American students in Los Angeles City Schools", and 4) the provision of a curriculum guide (1979).

The following is the report sponsored by the district on the educational needs of Pilipino-American students. The study which is exploratory was proposed and designed in the Spring of 1979 and was conducted between the months of December 1979 and May 1980.

III. OBJECTIVES OF THE STUDY

The objectives of the study are as follows:

(A) This project will generate information about the target population required, by parents, students, teachers, counsellors, community members and administrators, to meet the educational needs of Pilipino-American students. This will include: 1) a description of the various subpopulations of Pilipino-American students, 2) the special educational needs of these subpopulations, 3) ways in which these needs may be met, and 4) who should be responsible for any recommended changes.

(B) This study will solicit, recognize, and utilize the opinions, ideas, and suggestions of the "perceived interest groups"; 1) students, 2) parents, 3) counsellors, 4) teachers, 5) administrators, 6) community members.

(C) This study will employ several methods for gathering information: 1) interviews, 2) document analysis, 3) observations, 4) questionaires, 5) and group meetings.

(D) The information from this study will be disseminated and shared with the above mentioned groups.

(E) The final report will be reviewed and approved by a community review committee.

(F) This study will attempt to identify and recommend further areas of investigation needed to improve education for Pilipino/Pilipino-American students.

IV. METHODS AND PROCEDURES

Pilipino/Pilipino-American students at Virgil Junior High School in LAUSD were chosen as the study population for this research project. This school was chosen as the study site for two reasons:

(1) Virgil Junior High has one of the largest numbers of Pilipino/Pilipino-American students in the Los Angeles Unified School District. According to the LAUSD Ethnic Survey, for Fall 1978, there were 223 students identified as Pilipino/Pilipino-American.* This number constitued approximately 10% of the total Virgil student body, and about 14.5% of all Pilipino/Pilipino-American students enrolled in junior high schools in the district (223/1545). (See Appendix A for data on Pilipino/Pilipino-Americans at Virgil) and

(2) According to the community, many students attending Virgil Jr. High are thought to be experiencing problems in school (i.e. gang-related activities).

Junior high school students were chosen for study, rather than elementary or high school students, because this is the age group for which problems have been observed. Identification of these problems and possible interventions at this critical stage of development would thus be the most effective and appropriate.

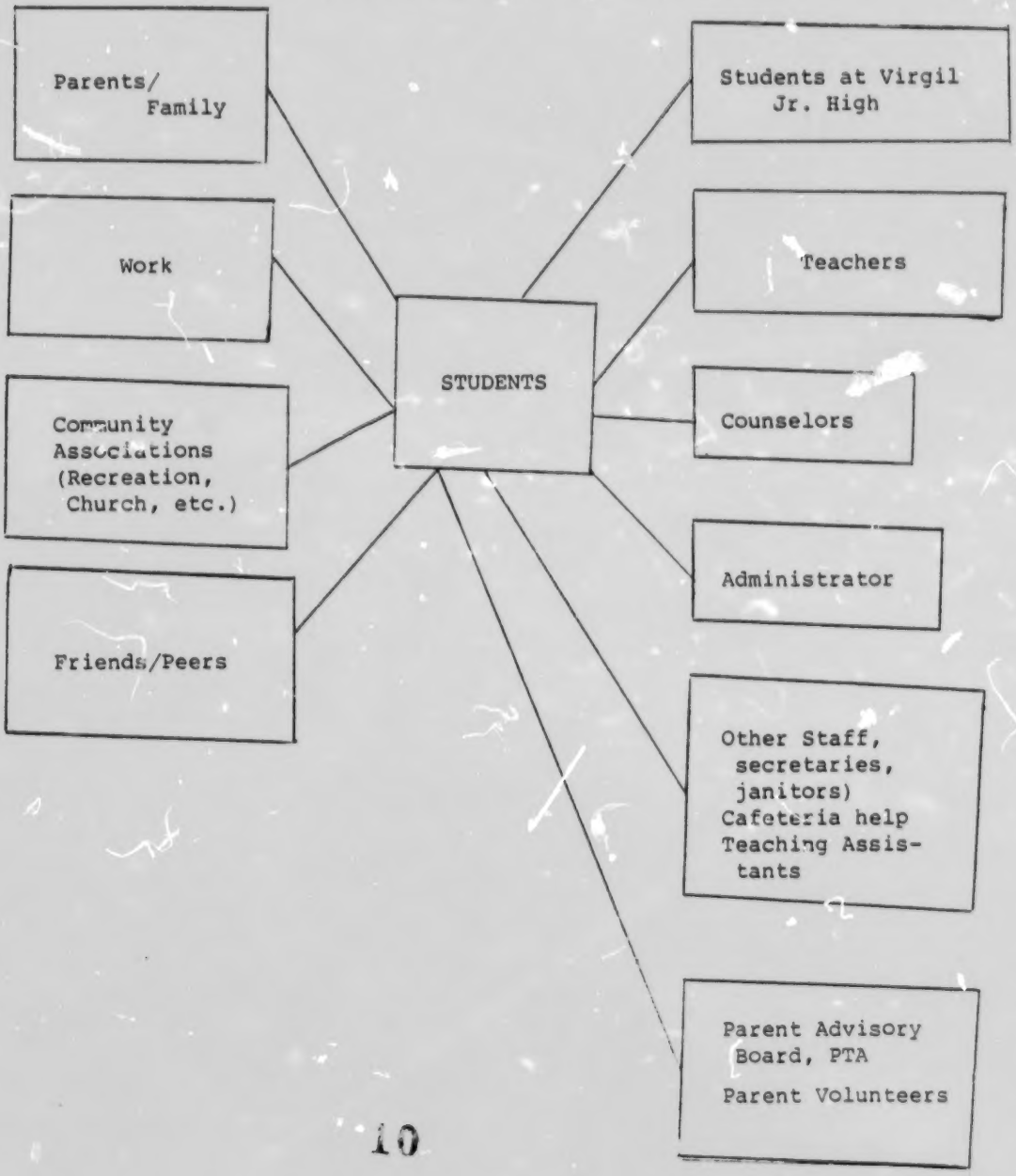
Information for this study was collected from each person represented in the model below of the "role set" of the students at Virgil Jr. High. All members of the "role set" are thought to have potential effect on the education of the student. Each is also assumed to have information about the education of the students under investigation. The persons listed on the right side of the "students" in the figure are individuals in the "role set" who are at Virgil Jr. High. They include teachers, counselors, administrators, and other staff members. The persons/groups listed on the left side of "students" in the

*This number is probably an undercount since the survey involves a visual count. Pilipinos are often mistaken as "Chicano". Furthermore, when teachers use surnames to determine ethnicity, Pilipinos with Spanish surnames are counted along with "Hispanics".

figure represent the "role set" of the student away from school. Included in this group are parents, other family members, friends/peers, and community groups.

FIGURE I

"ROLE SET" OF A STUDENT AT VIRGIL JR. HIGH



There were many methods of collecting data employed for this study. Included were A) individual interviews, B) group interviews/meetings, C) questionaires, D) observations, E) document analysis.

Table I outlines the major sources of information and the main methods for collecting this information.

TABLE I

SOURCES AND METHODS OF COLLECTION OF DATA

METHODS

Sources	Individual Interviews	Group Interviews/Meetings	Questionnaires
Teachers	X	X	X
Counselors	X		X
Administration	X	X	X
Parents	X	X	
Pilipino/Pilipino-American Students	X	X	X
Pilipino American Community	X	X	

A. Individual Interviews

Individual interviews were conducted with approximately 8 teachers, 3 counsellors, 2 students, 3 parents, 6 community members, and 3 administrators and staff personnel (including a campus security guard). The teachers and counsellors interviewed were recommended by the Vice-Principal, who was given responsibility for the project by the Principal. The Vice-Principal attempted to select those persons who would be informed about this group of students (for example, staff involved in ESL, staff who are Pilipino-American). Other teachers were interviewed as they were recommended by several of the interviewees. Informal discussions were also held in the cafeteria with several teachers.

Administrators and administrative assistants were selected by their particular functions in relation to students. Two examples are the security personnel and the coordinator of the Bi-lingual/Bi-cultural program.

A list of names for possible student interviews was given by a Pilipino student club member. Arrangements were difficult to make because of needed parent permission slips and identification of an administrator to be responsible for the scheduling. The substitute assistant-principal was able to set up 2 interviews for April 21, 1980.

Although four students were requested, only two were present for the session. One of the absent students was truant for the day, and the other had not been contacted about the meeting.

The two students interviewed both came to this country at a pre-school age. Their formal schooling was in this country, in the Los Angeles area. Both are ninth graders who consider themselves to be "good" students. Both speak and understand English well and have limited ability to converse

in and understand Tagalog. The students were shy, at first, but as the interview progressed they seemed to feel more comfortable.

The time spent on each interview ranged from thirty minutes to an hour. An interview schedule was used for most sessions. This schedule was modified depending on the position or role of the interviewee, the time available, and the nature of the information desired. The interviewer attempted to: 1) define and characterize the Pilipino/Pilipino-American student population at Virgil Jr. High, 2) identify and describe the educational needs of this group of students, and 3) elicit recommendations for ways in which to meet these needs.

B. Group Interviews/Meetings

There were four group meetings held at which the study was discussed and information was gathered. These included three community meetings and one student meeting.

1. Community Meeting - January 22, 1980. This meeting was attended by community leaders and parents, as well as by members of the Pilipino Educators Association. Eight representatives were in attendance. Helen Brown, President of the Pilipino Educators Association, coordinated the meeting which was held at Westmoreland. The meeting lasted approximately two hours. The main issues and concerns were "gang-related" activities and the education of the "high achiever" Pilipino/Pilipino-American student.

2. Community Meeting - March 22, 1980. This proposed study was discussed at this second meeting, a workshop conducted at the Pilipino-American Education Conference, USC - March 22, 1980. The workshop was entitled. "Researching the Educational Needs of Pilipino/Pilipino-American Students". The workshop was attended by twelve educators of whom ten

were Pilipino-American. Also participating were several parents of Jr. High School children. One of those is a parent of a student at Virgil Jr. High. Interest was high with expressed concerns regarding the placement of ESL students and the "special needs" of the "academic achiever" at Virgil. The conference also allowed for informal discussions on the topic.

3. Community Review's Committee Meeting - June 20, 1980

   This meeting was attended by seven community representatives who received first draft copies of this report. The purpose of the meeting was to discuss the findings and results of the study. The meeting was facilitated by the researchers and feedback and recommendations from this committee meeting were incorporated into the final report. This review by the community met study objective E. (See Section VIII for summary of this Community Review Committee Meeting).

4. Student Meeting - The Pilipino Student Association of Virgil Jr. High meets during the nutrition period on Tuesdays in the room of their sponsor, a Pilipino-American teacher. The group is often small because so many of the students are involved in numerous other activities. The time for discussion was short on March 11 and 18. There was just enough time to introduce the study and ask for information. The students were reluctant during the first meeting, but began to open-up during the second. Although questionnaires were distributed at both meetings. Only three returns were made by the end of the second meeting. One young woman offered to function as the intermediary and volunteered to be interviewed.

(C) Questionnaires

1) Seven teachers, administrators, and staff members were asked to respond to questionnaires. Information was needed on; the processing of ESL students, the gifted program, community/parent involvement, the inclusion of Pilipino culture in activities and curriculum, and statistics on enrollments at Virgil (See appendix for samples). The Vice-Principal identified staff members from whom to request the information and send the questionnaires. Questionnaires were returned to the VP. Time constraints prevented interviews with these persons.

2) Students were given questionnaires during two club meetings. They returned completed questionnaires to the club president and the sponsor. Aproximately 30 questionnaires were distributed, 3 were returned (See appendix for sample).

(D) Observations

Regular site visits were made between January and May. In addition to conducting interviews during these visits, observations were made of students in various aspects of their educational environment: library, cafeteria, playground, classroom, hallways, counsellors' offices, and main office. The various activities of students were also observed: eating, passing between classes, studying, socializing, jiving, playing, conducting club meetings, conversing with other students, talking with teachers, and arriving and leaving school.

Attention was given to the intra and intergroup relations and dynamics. Likewise, attention was given to the overall environment, as experienced by the students. An assessment of the "cultural milieu", at Virgil Jr. High was attempted through these observations.

(E) Document Analysis

The Virgil Jr. High School Year Book, 1978-79, was examined in order to determine and assess the involvement of Pilipino/Pilipino-American students in the various activities, organizations, and involvements at Virgil Jr. High School. Pictures provided visual data used for this analysis.

The "Pilipino Pupil Staff Survey" generated by the LAUSD (4-12-79) and based on 1978 ethnic counts was used for this study.

LIMITATIONS OF THE STUDY

This study which is exploratory, in nature, is limited in terms of generalizability of its findings for the following reasons:

1) The study was limited to one junior high school which is located in the downtown section of LAUSD. The environment of this school including its students may be different from that of other junior high schools in LAUSD.

2) The study was limited to Pilipino/Pilipino-American youth attending Virgil Jr. High area who attend private/parochial school.

3) Due to time and funding constraints only a small portion of Virgil's Teachers, counselors, administrators, students, and staff were surveyed or interviewed. Therefore, findings are limited to information provided by these individuals.

4) Likewise, only various members of the community were interviewed. Information about Virgil Jr. High and it's students was, therefore, only collected from a small portion of those individuals who may have opinions, description, and concerns about the education of Pilipino-American students at Virgil Jr. High.

5) Interviews with students were limited because of difficulties in arranging for meetings. Questionnaires were difficult to distribute and collect. As well, students were reluctant to reveal their "problems" or "concerns". As a result, student input and information was limited.

V. LEARNING ENVIRONMENT OF VIRGIL JR. HIGH

THE STUDENTS AND THE SETTING

A student's learning environment is composed of other people, objects, physical arrangements, policies, and situations and opportunities created by the presence or interaction of all of these components. Because each student forms a somewhat different relationship with his/her school, one can say that learning environments are unique to individual students. These relationships are not only different for different students, but can differ for the individual student as the school changes over time (teacher changes, policy changes, new buildings, etc.) Therefore, any discussion of learning environments is necessarily specific to the particular time of the investigation.

The following discussions of students and settings portray Virgil Jr. High during the 1979-80 year. Although history and future prognoses are considered, the primary focus is the present learning environment at Virgil.

A. THE STUDENTS

Pilipino/Pilipino-American students at Virgil Junior High are considered by many staff members (teachers, counsellors, etc.) as one group, characterized as polite , cooperative, academically oriented, and "having no problems". It is

generally known that these students participate in many activites, are highly regarded by school personnel, and do very well in classes. Gang-related activities which included some Pilipinos is remembered by most as a part of the past. Most staff members seem unclear as to present or potential gang activity.

Following, continued probing and discussion with various staff members and further research into the characteristics of the Pilipino student body, a new picture of this population emerged. This picture provides a framework for discussing this ethnic minority population at Virgil Jr. High. The Pilipino/Pilipino-American students at Virgil Junior High School do not constitute a "homogeneous" population. In reality, "Pilipino-Americans" is a classificatory designation to which membership is ascribed by birth, or ethnicity. It is as well a social category. Organizations and activities may be formed with Pilipino cultural heritage as a qualification, but only persons interacting face-to-face on a regular voluntary basis may be said to comprise a group. Within academic and social settings there are a great diversity of goals and interests, and ergo, of groups. Hence the Pilipino/American population, as with all ethnic populations, may be described as heterogeneous in constitution (Howells, 1978: US COMMISSION ON CIVIL RIGHTS, 1979). Such heterogeneity exists among Pilipinos at Virgil as well.

Not only do these students differ with regard to family and economic backgrounds, but also with respect to abilities and personalities. Some students are recent immigrants, some are second or third generation Pilipino-Americans, and some are "mestizo" (interracial). Levels of income and parent education are differing and relate to the time of immigration of the student and his/her family (Many recent immigrant parents are professionals, while earlier immigrants have lower levels of education).

Some teachers, counsellors, and community members feel that the Pilipino/Pilipino-American student population may be changing with regard to preparation for Junior high school work and level of cooperation with school rules. It would appear that previous students were better prepared and more cooperative, although current students also do well in classes. An elementary teacher of a feeder school noted that there are more behavioral problems with elementary Pilipino/Pilipino-American students than previously observed suggesting that the students who will enroll at Virgil in the next few years may exhibit different traits.

While some Pilipino/Pilipino-American students speak both Tagalog and English well, others speak only English. For some, their native idiom, Tagalog, is a much more comfortable vehicle of communication than is English. While many are readily familiar with Pilipino culture, having lived in the Philippines, many students born in this country are still learning about their cultural heritage and the home country of their parents and relatives. There are also students who are interracial (one parent is Pilipino and the other is not).

These differences are important to keep in mind. They suggest different relationships between a school and a student. This, in turn, suggests a variety of functions a school will play in meeting the different needs of individual students.

An analysis of individual student needs is an impossible research task, such that researchers are left to categorize or group students as appropriately as possible, in order to discuss student needs.

Based on the information gathered during the study, three prominent types of Pilipino/Pilipino-American students were suggested by teachers, counsellors, other staff members, and community members: 1) those in ESL (English as a Second Language), 2) "academic achievers"/"gifted", and 3) behavior problems/gang members.

A fourth type of student, "average", was briefly mentioned by a few informants. These students tend to be "invisible" on Virgil's campus. They are not a well known or understood group of students. A discussion of this group will be included, however, in discussion. Brief descriptions of each of the four groups follows.

1). The ESL Student

There are approximately 11 Pilipino/Pilipino-American ESL students at Virgil Jr. High.* Seven of these students are recent immigrants (there have been 21 immigrants since September of 1979). Four of these immigrants were placed in Beginning ESL, one was placed in Intermediate ESL, and two were placed in Advanced ESL. (See Appendix A).

ESL Pilipino students usually have some knowledge and usage of the English language since English is taught in most Philippine schools. These students generally have trouble with fluency, accent, and comfort and ease in the usage of English language. These students are unable to write in English.

Although these students do well in class, are known to be cooperative, and move to regular classes more quickly than other ESL students, they appear very shy in class and may tend to isolate themselves from others in an attempt to avoid social and verbal interaction. The motivating force for this behavior is being ridiculed for mispronunciation of English words. It has been noted that these students often feel more embarrassed about their language around other Pilipinos than around non-Pilipinos. These kinds of feelings and behaviors may retard their learning of the English Language.

There are three types of ESL classes at Virgil Jr. High: Spanish-English ESL, Korean-English ESL, and "Mixed" ESL. The Pilipino students are placed in the mixed ESL class along with Thai, Chinese, Vietnamese, Cambodian, Iranian, Armenian, and other groups. There is no separate Pilipino-English ESL class.

*Native Languages: Tagalog - 3, Pilipino - 1, Illocano - 1, Pilipino/Ilaneg/Tagalog - 6.

Thus, the recent immigrant is exposed to numerous foreign languages and an accompanying variety of English accents while he/she is learning or improving his/her English.

Students who leave ESL are placed in regular classes according to their scores on the Gates-McGintis Test and the district math leveling tests. Every semester teachers give proficiency exams and move students ahead accordingly. One teacher felt that Pilipino ESL Students may be left in low level regular classes longer than they should be. Recent ESL transfers usually have trouble with tests which may be due to "test-wiseness", rather than ability. In other words, they are unfamiliar with and confused about our methods of testing in this country.

2) "Academic Achievers"/"Gifted"

The general impression at Virgil Jr. High is that the majority of Pilipino/Pilipino-American students are "academic achievers". By "achiever" most indicated that the students were doing homework, cooperating in class activities, academically talented and oriented, and getting good grades.

Besides being academically oriented, these same students are involved in nearly all school activities. They participate in student government, athletic clubs, music activities (choir, band, and orchestra), service clubs and committees, and journalism. Based on an examination of the school yearbook 1979 and information from several interviews, Pilipino/Pilipino-American students seem to comprise nearly 50% of the above mentioned clubs, organizations, and committees. In addition, Virgil's Pilipino Student Club is attended by many of these students (The club this year appears to have low priority. Its attendance rate is low since many members have another competing club meeting).

Besides participating in most extra-curricular activities on campus, Pilipino students are active in school services. These include student store and safeties; responsibilities include the handling of money, monitoring student behavior, and enforcing school rules and regulations. In fact, Asians constitute a majority of those students serving in these capacities (Chinese, Korean, Vietnamese, and Pilipino). Many teachers utilize Pilipino/Pilipino-American students (and other Asians) for running errands during classtime and for performing classroom duties. Most feel that these "academic achiever" students are trustworthly and adequately responsible to be chosen for these errands. These service-type activities (privileges) also involve release time from classwork (leaving class or missing classes). It could not be determined to what extent this may distract them from their academic work.

The "academic achiever" has a campus "image" which is positive. On the other hand, it brings "High expectations", in terms of "academic and behavioral performance". These expectations probably approximate the high expectations of the family. It is likely, also, that there are average students assumed to be "academic achievers" who are burdened with teachers' expectations of "high academic performance". A few students at SAAY (a continuation High School for Asians) are noted as saying that the Asian student image of "academic achiever" made them feel inadequate and subjected them to unwarranted and unfair pressures to live up to these "expectations".

"Gifted Students" - There are 13 Pilipino/Pilipino-American students at Virgil Jr. High who are identified by the State of California as "Gifted". Although they seem to comprise a substantial percentage of the total "gifted" population- 17.3% (13 of 75 total), these Pilipino/Pilipino-American students represent only 6% of the total Pilipino/Pilipino-American population at Virgil

Jr. High. This percentage seems small since such a large percentage of the total Pilipino-American student population is considered "academically able".

All of the "gifted" students and many other "academic achievers" participate in Virgil's Academically Enriched Program (AE). There is one such class per grade level taught by a specially trained and selected teacher. The program has additional funds provided by the State and allotted according to the number of students formally identified as "gifted". The program may feature additional and special learning activities for its students although the planning of such activities is specific to the school as is the nature of such activities. (See Appendix E for a list of AE activities for this year, 1979-80).

3) Behavior Problems"/ Gang Members

When discussing this group of Pilipino/Pilipino-American students, it is necessary to introduce some of the history of gang membership at Virgil and the surrounding area. Until this year, Pilipino members of a gang call "Satanas" were considered the problem students at Virgil. They were known to be in a more or less constant conflict with a Latino gang called "18 Street" (Youth Services Unit, Department of Community Development, County of Los Angeles, 1979). Flare-ups occured between the two, on and off campus between the years 1975-1979. There was considerable racial tension between the Pilipinos and the Chicanos at Virgil, although the tension was more community-based than campus-centered. Most teachers and counselors believe that the conflict has subsided this year (there is currently some tension between the Chicanos and the Koreans). At present, there appear to be no members of "Satanas" enrolled at Virgil. Virgil attempts to encourage members of "Satanas" to enroll in other neighboring schools. This procedure results in

1) a removal of potential Pilipino/Pilipino-American problems at Virgil, and 2) a reduction of racial and or gang tension on Virgil's campus. It is not clear whether the same procedure characterizes the processing of Latino gang members. The remaining population at Virgil are those students who are known to cooperate with rules and regulations.

Further removal of "potential problem" students from Virgil's student population occurs when parents withdraw their children from public school and enroll them in private/parochial schools. Members of the community suggested that when Pilipino parents are having school problems with their children they "problem-solve" by sending them to Catholic school.

A local travel agent confirmed reports from various community members that parents having problems with their children also "problem-solve" by sending their children back to the Philippines or to live with relatives in other cities in this country. This further removes a portion of "problem" students from Virgil's campus.

The Pilipino/Pilipino-American student who is presently considered a "problem" student is quite different from both the problem "gang" member and other "problem students" at Virgil. Teachers, counselors, and other staff members at Virgil are baffled by these differences.

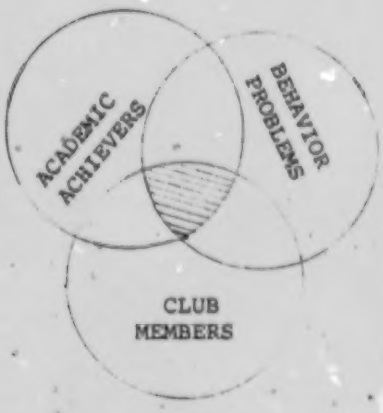
Pilipino/Pilipino-American students have been "busted" for possession of stolen goods or for the stealing of such items as books from the library, personal belongings from student lockers, a bicycle, and an attendance time clock. Unlike other students on campus, they have not been busted and or charged with the possession or use of drugs, truancies, possession of weapons, extortion, and so on. And, unlike the "Satanas" members of a few years ago they have not been involved in gang violence or fighting on campus.

These problem students are also different from other students in as much as they usually return all stolen items, and cooperate with authori-

ties. They are not known to repeat these activities and are usually not involved in other thefts.

Most of these Pilipino/Pilipino-American students are also academically oriented and are members of a number of clubs and organizations. In this respect they are also members of the "academic achiever" set of Pilipino/ Pilipino-American students. (Figure 2 illustrates this interesting overlap).

FIGURE 2



The staff at Virgil is concerned about these overlaps and seemed anxious to discover why these "good students" would get involved in these activities. It should be mentioned that the students involved in these activities were male students.

There are some students who are truant from class and school, who act out in class, and who are tardy. They are reported to also be those students with poor grades, and are more often American-born and or raised, rather than recent immigrants. Very little discussion about these students was generated during

interviews.

4) Special Education

There are no Pilipino/Pilipino-American students in Special Education classes. One student who was in an EMR class was transferred because Virgil's EMR class was phased-out.

5) The "Invisible " Student

There were a few informants who made reference to "average" students within the Pilipino/Pilipino-American student population. Although they were not specifically characterized, they were described as being "just like all other students" on campus.

These students do exist, and are probably less likely to be involved in extra-curricular clubs and organizations than are the "academic achievers". Yet, they also appear to stay out of trouble. These students are probably less likely to receive recognition and attention from staff and their peers than are their counterparts, the "gifted" and the "problem" students. As well, whatever educational needs or concerns they may have are probably left unnoticed and therefore, unattended.

THE STUDENTS' VIEWS OF THE STUDENTS AT VIRGIL JR. HIGH

It should be noted here that although the two students interviewed recognized and discussed the types of students identified and discussed above, they did present somewhat different groupings of the students, their peers. A discussion of their perceptions follows and describes how Pilipino/Pilipino-American students at Virgil Jr. High are thought to be grouped. These groupings are those of two students at Virgil who are members of one of the two groups which they identify.

These two students recognize two groups of Pilipino/Pilipino-American students on campus. They are the "FOB" ("Fresh Off the Boat", "Fresh Off the Boarder", or Flip Overboard") (sic). The other group is referred to as "The American Raised" (this is the author's term since the two students did not have a specific name for this group except that they both belong to this group. They referred to the group as "us"). Descriptions of each group follow: FOB - GROUP I - These are Pilipino students who are recent arrivals. They speak more Tagalog than do other Pilipino students. They tend to group together and have limited contact with other students, especially during the first year. These students are not as active in clubs or activities, although it is noted that these students often become "teachers' pets" (as they are selected to do classroom errands and tasks). This creates some distance between the two Pilipino/Pilipino-American student groups.

According to the two students, the FOB's usually follow two paths. Some become "academic achievers" (mostly the women) and some become "stoners" (student term for those who smoke a lot). Those who do well academically (once again mainly females) are more accepted by the other students as time passes. Those who become "stoners" tend to become involved in socially unacceptable behavior (rule-breaking, gangs, etc.). Recognition and excitement for these young men are derived from involvement in these anti-social activities. According to a 1979 report by the L.A.County Youth Services Unit of the Department of Community Development, the need for recognition and excitement lead also characterize young males who join local gangs in Los Angeles. After, a young immigrant feels alienated from his new school environment and seeks a "sense of belonging" from off campus organizations like "gangs".

The second identified group, "The American Raised" (to which the two informants belong), were characterized as speaking English well, educated in the United States since elementary school, "Americanized", "with it dressers" (as compared to the

"out of it" dressers of the FOB group), more involved in sports, and more active in orchestra and student government. It was estimated that about 25% of this group were able to speak and understand either Tagalog or Ilocano (the two dominant Languages of Luzon).

The "American Raised" group was further described as being divided into two subgroups, according to sex. The girls tend to associate more closely with one another, while the boys tend to do the same. These two groups do socialize or interact with one another especially around such activities as sports, dances, and parties.

There are some "stoners" within the "American Raised" group. However, the percentage as reported by these 2 students was small when compared to that of the "FOB" males. According to the students, there have been "rifts" between the "American Raised" males and the "FOB" males. Usually, the conflict or problem involves issues over girls. It was reported that the "American Raised" males are more popular with both groups of Pilipino/Pilipino-American women. The "American Raised" girls are known to mix and interact with the "FOB" women more readily and more often than is the case between the two groups of males.

According to the two students, about 60% of the Pilipino/Pilipino-American student population are "academic achievers". These students receive "A's" and "B's", and are regarded by teachers as good students. Teachers feel that Pilipino/Pilipino-American students are "smart", try hard, do well, and follow rules.

Forty percent of this student population are "C" students. While few students in this particular category are "D" students, it was reported that there are many who have "A's", "B's", "C's", and "D's". This wide range can be explained by low interests in particular classes, and some level of dislike or dissatisfaction with the teacher rather than lack of academic ability. While many students in this group

are interested in vocational occupations, those in the former category, "academic achievers", plan to go to college and enter the medical field or the Air Force (it should be noted that many parents of these students are in the medical profession or have been affiliated with the military).

Subjects which are the most popular are in the social sciences. Math has average appeal and is definitely less popular than history, which is well liked. The students reported that units on the Philippines were not presented in their social studies classes. While they reported exposure to units on Black and Hispanic-Americans they had not been exposed to the history or culture of Pilipino or Asian Americans. They mentioned that they and their friends would like to learn more about Pilipino-American history and culture.

Truancy, tardiness, drugs, expulsions, or suspensions are not major or prevalent problems with Pilipino/Pilipino-American students at Virgil.

Recent immigrants have problems with the English language. This problem affects classwork and their ability to socialize on campus, and to become a part of the "group".

The two students spent most of this part of the discussion highlighting the problems that exist between Pilipino/Pilipino-Americans and the Hispanics, "Chicanos". They reported that it is difficult "to get along" with the Chicanos. They report a good deal of tension between the groups, although confrontations have been limited this year. There is not much open communication between the two groups.

Many students feel that they are being intimidated by some Chicano students. A typical response is to ignore comments, remarks, or actions from members of the Chicano group. Apparently, the Chicano students assume that many Pilipino/Pilipino-American students are members of the "gang". In fact, there may be no Pilipino "gang" members at Virgil (reasons for this have been explained in the section on

"problem students"). To be mistaken as a gang member makes Pilipino students nervous and frightened, as there is always the possibility of confrontation or hostility deriving from this "label". It should be mentioned that this is a particular problem for the males, since most gangs are male .

The student informants were embarrassed to discuss ways in which Virgil could improve their education and "learning environment". After some prodding, they did mention that they would like teachers to stop stereo-typing "stoners", teachers and counsellors to stop expecting them to be "ideal students", and they would like the Chicano students to stop thinking of the Pilipino/Pilipino-Americans as "gang members". They also mentioned that they thought that Virgil was overcrowded and that there were too many students in their classes.

Since the students generated so few recommendations, the researcher asked the students if they would like some specific changes. These changes were "needs" identified in previous interviews with community members, teachers, and parents. The students indicated that they would like to see more Pilipino teachers, Philippine music presented at music assemblies, a Pilipino administrator, Pilipino food in the cafeteria, a career day with Pilipino role models, and assemblies depicting Philippine culture.

B. THE SETTING AND STAFF

Virgil Junior High School is located in Area 5 of the Los Angeles Unified School District. The surrounding community is multi-racial, with a high concentration of Hispanics and Asians. Although, a traditionally Hispanic community, the number of Asian residents has increased during the last five to ten years. The number of Asians is projected to increase within the next few years, due to the rising immigration of Koreans, Pilipinos, and Indochinese into the local area.

The ethnic diversity of the area is reflected in the makeup of Virgil which is 68.9% Hispanic, 9.9% Pilipino/Pilipino-American, 5.2% white, 4.2% Black, 11.2% other Asian (Korean, Chinese, Japanese, Indochinese), and .6% others (October, 1979 Ethnic Survey, LAUSD) (See Appendix A). The presence of all major ethnic groups allows for a natural multicultural or racially integrated setting. There is opportunity for interaction of these students in the classroom, student organizations, and school activities as well as in the community.

As one walks through the halls of Virgil Jr. High, sits in the cafeteria, or observes the playground area, one can not help but notice students talking to each other and walking in small groups. The students tend to group themselves according to ethnicity and sex. There does exist some male-female pairings. Chicanos tend to affiliate with one another as do Pilipinos and Chinese, and other groups. Some, although few, integrated groups do exist. Various languages are heard and accompany the ethnic aggregates. One can hear Chinese, Korean, Tagalog, English, Spanish, and Indochinese languages on Virgil's campus.

Pilipino students, at Virgil Jr. High, have opportunities to interact with a multi-racial staff. The ethnic composition of the teaching staff is: 13 Hispanic, 3 Pilipino 15 Black, 61 white, 3 Korean, 5 Japanese, and 6 Chinese (See Appendix A). The administration is integrated as well. While there are two Asian administrators (Vice-Principal and Administrative Dean of Attendance), the Principal is Hispanic. There is no Pilipino-American Administrator. Though there are three Pilipino-American teachers, they have commented that they have few Pilipino/Pilipino-American students in their classes. The Principal's secretary is Pilipino-American, and is the only Pilipino-American non-teaching staff member. There are no Pilipino-American counsellors, teachers aids, or cafeteria workers.

There are innumerable opportunities for students to join organizations and clubs. Table 2 contains a list, a composite of 25 campus associations and organizations.

Those starred represent those wherein 50% of the members appear to be Pilipino/Pilipino-American (information gathered from yearbook). There are twelve such organizations, nearly one half of the total number.

TABLE 2

Campus Organizations and Clubs

1. Library Committee
*2. Store Representatives
*3. Host and Hostess Committee
*4. Safety Committee
*5. Auditorium Committee
6. Stage Crew
7. Journalism Class
8. Music
   - *A. Virgil Little Symphony
   - *B. Junior Orchestra
   - *C. Band
   - D. Choir
   - E. Morning Musicians
9. Sports
   - A. Aliis 1979
   - *B. Asahi
   - *C. Les Amies
   - *D. G.A.C.
   - E. Varsity
   - *F. B.A.C.
10. Clubs
   - A. Korean Club
   - *B. Filipino Club
   - C. Chess Club
   - D. Chinese Club
   - E. Hula Club

*Clubs or Organizations in which at 40-50% of the members are Pilipino/Pilipino-American (determined by Yearbook 1979)

11. Press Crew
12. Yearbook Staff

Pilipino/Pilipino-American students are quite active in music on campus. The orchestra has a standing reputation as being one of the best in the district. Although it was reported that many types of music are played, including Spanish or Mexican, it was not reported that Philippine music has been included in arrangements or programs.

Exposure to Philippine history, language, and culture appears to be limited on campus. Opportunities are available through the "Filipino Club", which now meets on Tuesdays during nutrition. The organization is not full-force this year. Contributing factors appear to be the short time available during nutrition (15 minutes) and the numerous other activities to which club members are committed. The single club sponsor also has a variety of other commitments which make it difficult to give full attention to the club. The club did participate this year in International Day during which time they served food and demonstrated Pilipino folk dances.

Other than this club exposure, there were no reported "during school" or "after school" events or activities which focused on Pilipino/Pilipino-American culture. Furthermore, there are no classes or learning sessions on campus which present and teach about the culture of the Philippines or Pilipino-Americans.

It is difficult to assess whether or not Pilipino/Pilipino-American culture and history are presented in any of the regular curricula (history, social studies, world geography, literature). A curriculum guide and teaching materials are available through the school district. However, it is not known to what extent they are accessed. As reported, the staff at Virgil Jr. High have not been involved in any specific campus staff-development classes or sessions on the culture and education of Pilipino/Pilipino-American students. It is possible, however, that individual staff members have attended some type of course independent of the campus organization or coordination. Such course are available.

C. PARENT PARTICIPATION/COMMUNITY INVOLVEMENT

The participatory level with the Parent Advisory Board by Pilipino parents is very low. Of the nearly 150 active members, it is estimated that about 3 or 4 are Pilipino. Last year, however, a Pilipino father was chairperson of the Parent Advisory Board. He was the only parent to express concern on behalf of Pilipino students. Other Pilipino parents did not vocalize concerns.

Virgil encourages parents to attend meetings. Notices about meetings are sent through the mail to those parents whose children are in either Title I or ESL programs. Letters are sent in Spanish, Korean, Chinese and English. The number of such letters sent to Pilipino parents is quite small since few Pilipino students are involved in these programs. The school seems to rely on the Pilipino teachers to encourage parent participation at these and other events.

There seems to be no existing (strong) ties or communication system between Virgil and the Pilipino community so that interesting and involving parents is quite difficult.

The community representative on campus (Area 5), reported that there is limited communication between Virgil and the Pilipino-American community (parents). Last year, however, a community group, SIPA, came on campus and organized athletic activities. Participation was high. No such activities and relationships with the community are in existence this year. The District representative is interested in developing stronger ties. His time is limited and his contacts slight.

As such, the learning environment of Virgil does not include parent input and/or involvement. Parents are presently not active in the PTA, although a few years ago participation was considerably high. This was a time when the president was Pilipino-American. The current president is Hispanic. According to community source, parents do not traditionally participate in school activities, or approach the school

with problems or requests. Pilipino-American parents often assume that the school is the authority on the education of their children. They respect this authority. This is consistent with how Pilipino parents regard education in the Philippines. Parents and community members pointed out that many parents are not aware of the role that the Parent Advisory Boards play in school policy. They are often not familiar with the American schooling system in which parents are encouraged to be active, to request information and changes, and assist in decision-making. These mechanisms do not necessarily exist in the Phillipine school system. A request was made for a type of parent education. It was also pointed-out that for most families it is economically necessary for both parents to work, which creates yet another obstacle to parent involvement.

Virgil Jr. High, as a school and learning environment, has somewhat of a "negative" image in the community. Many parents and other community members report that they associate "gangs", "drugs", and "bad morals" with Virgil. While some send their children to Virgil, others in the area are known to prefer Parochial Schools for their children. Education is highly regarded in these families, who also recognize the academic talents and cooperative nature of their children. Loretta, Sacred Heart, and Precious Blood are Catholic Schools where many parents are enrolling their children. If these parents were utilizing the public school system, the enrollment of Pilipino/Pilipino-American students at Virgil would - probably be larger. Parents are ambivalent about sending their children on to Belmont High School.

There is no existing Pilipino/Pilipino-American community advisory board or committee that contributes or plays a role in the environment at Virgil. During the last "gang" flare-ups, the Pilipino-American teachers on campus were requested to mobilize a committee to meet with school officials in "problem-solving".

A committee formed at that time lasted but a short time. It was reported that there was no follow-up on committee work. Because no committee existed, bringing together a group was difficult. Should there be such a dramatic need for a committee again, work will have to be begun from scratch.

In sum, it appears that the environment of Virgil Jr. High Offers many learning opportunities. There is a rich multi-ethnic and ethnolinguistic mix among the student body at Virgil. As well, there is a somewhat favorable racial blending of faculty and administrative personnel. Also, there is vast panorama of facilities and student clubs and extra-curricular activities. Too, the school distirct provides untapped resources (such as multicultural materials for classroom use and instruction). There are funds available for the instruction of those students identified as "gifted". There is a fair-sized Parent Advisory Board. There seems to be ample opportunity for parent involvement in the school environment. While Pilipino parent participation is currently low, it seems that the school administration and community would be receptive to an increased input on the part of Pilipino/Pilipino-American parents. A noticeable feature of the environment of Virgil Jr. High is the high involvement and enthusiasm of Pilipino/Pilipino-American students as contrasted with the minimal participation and expressed concern of their parents and the Pilipino community at-large.

It would seem that the channels do exist for the maintenance and enhancement of the awareness and practice of Pilipino/Pilipino-American culture and heritage by Pilipino/Pilipino-American students at Virgil. However, exposure to Pilipino/Pilipino-American history and culture is limited. The students themselves, by grouping together share and maintain their culture to some extent. As such, they become the main aspect of the learning environment of Virgil Jr. High, which functions to support and maintain Pilipino/Pilipino-American culture.

VI. RESULTS OF THE STUDY: EDUCATIONAL NEEDS OF PILIPINO/PILIPINO-AMERICAN STUDENTS AT VIRGIL JR. HIGH

The educational needs of Pilipino/Pilipino-American students, as revealed by this study, are discussed in terms of "concerns" as reported and expressed by the members of the role set (counsellors, staff, teachers, students, community members, and parents). Table 3 summarizes the "concerns" about the education of Pilipino/Pilipino-American students, the person(s) expressing the concern(s), and the specific population that these concerns may pertain to. Recommendations on how to address these concerns, or meet these needs, are likewise presented.

The types of "concerns or needs" identified depended, to a certain extent, on who the member of the role set was who expressed the concern (eg. counsellor vs. community members). Concerns, also, tended to be categorized as "general" (pertaining to the entire Pilipino/Pilipino-American population) or "specific" (pertaining to one of the four types of students within the ethnic group ESL, "academic achiever/gifted", behavior problem/"gang" member, "invisible" student).

TABLE 3

IDENTIFICATION OF NEEDS & RECOMMENDATIONS

THE EDUCATION OF PILIPINO/PILIPINO-AMERICAN STUDENTS

SOURCE OF CONCERN/ RECOMMENDATION										AREA OF CONCERN/ NEEDS	RECOMMENDATION(S)	*TARGET POPULATION
Security	Teachers	Counselors	Students	Community	Parents	Administrators	Researchers					
	x									ESL students' shyness may be interpreted to indicate "low Ability" instead of embarrassment with language (inappropriate accent)	- Increase teacher sensitivity, encourage students to "open-up" & participate -Encourage students to socialize rather than isolate themselves (from both non Pilipinos & Pilipino/Pilipino-American students) - Teacher/Counselor/Administrator in-service on cultural characteristics, student needs, and strategies	ESL
	x			x						Placement of students in "mixed" ESL classes where there are too many different languages. The learning of proper accent (specific need of Pilipino Student) is impossible	- A separate ESL class (pilipino-English)	ESL
	x		x							Language problems in regular classes (difficulty with socializing, class participation, homework)	- Increase teacher sensivity/ information - Pilipino/Pilipino-American Teacher Aides - Parent involvement in classroom instruction - More personalized attention	GP,ESL

* GP (general population), ESL (English as a Second Language), AA/G (High achiever/ gifted)
A (Average Student) BP/G (Behavioral Problem/Gang)

SOURCE OF CONCERN/ RECOMMENDATIONS									AREA OF CONCERN/ NEEDS	RECOMMENDATION(S)	*TARGET POPULATION
Security	Teachers	Counselors	Students	Community	Parents	Administrators	Researchers				
	x			x					Placement of recent immigrants by age rather than by grade in previous country (children in 7th are younger in Philippine schools)	- Develop an alternative way of placing these students which accounts for differences in age/grade placements in U.S. and Philippines	GP/ESL
	X			X	X				Use of Standardized Home Language Survey does not necessarily identify language needs of Pilipino immigrant	- Teachers need to be aware that English may be a language of the home, but student is still in need of ESL However, needs are specific to Pilipinos (not the same as for Hispanics, Koreans, Vietnamese)	GP/ESL
	X			X	X		X		Reinforcements/Rewards/Motivation for "High Achievers", "Gifted", "Highly Motivated". Focus tends to be on "Disadvantaged" & "Problem-students". Opportunities have been limited since Prop. 13. School may be neglecting this ethnic talented group.	- Examine the reward opportunities for the students (recognition award, honor rolls, etc) -Develop ways of reinforcing achievement (provide incentives, awards, etc. - Support the "image" of achievers -Development of special programs for these students (in AE program & for all students) This may involve some proposal writing for funding - Advanced courses or academic opportunities in music, math, science	AA/G

-35-

* GP (general population), ESL (English as a Second Language), AA/G (High Achiever/Gifted)
A (average student) BP/G (Behavioral Problem/Gang)

SOURCE OF CONCERN/ RECOMMENDATIONS									AREA OF CONCERN/ NEEDS	RECOMMENDATION(S)	*TARGET POPULATION
Security	Teachers	Counselors	Students	Community	Parents	Administrators	Researchers				
	X		X	X	X		X		Exposure to Pilipino/Pilipino-American Culture is limited. Opportunity to learn about history, language, cultural values is limited.	- Career Education for Professional Occupations - College / University Exposure/ Early Introduction - Infuse the teaching of Pilipino culture into regular classes (history, geography, literature etc.) - Inservice class or workshop to teach staff about culture and how to teach units (curriculum guides available) - Offer a class in Pilipino/Pilipino-American History and culture - Offer a language class (Pilipino) - Increase the number of books in the library on the Philippines and Pilipino-Americans. - Increase the number of Pilipino-American Staff (counselors, Administrations, teachers, aides) - Include Philippine music in musical productions - Provide guest speakers, role models, field trip opportunities that involve exposure to Pilipino/Pilipino-American culture. - Include Phillipine foods in cafeteria offerings	GP

SOURCE OF CONCERN/ RECOMMENDATIONS									AREA OF CONCERN/ NEEDS	RECOMMENDATION(S)	*TARGET POPULATION
Security	Teachers	Counselors	Students	Community	Parents	Administrators	Researchers				
										- Attempt to get the community & parents more involved in school activities & planning. Develop a strong, lasting network & communication system between school, parents and the community	
				X	X		X		Average student is not readily identifiable but have unmet needs and may be subject to stereotype label of "Model Student" and "High Achiever" which brings unfair and unrealistic expectations.	-Make teachers aware of stereotypes and the effect of unfair expectations that teachers may have -Make teachers aware of individual academic & personality characteristics among this student population	GP/A
				X	X				Changes in Academic Performance & Behavior of Transferees to Belmont High School (increase in truancy, tardies, dropouts. Loss of interest in school work. Loss of academic orientation/ motivation. Low rate of college attendance) This may occur at higher rates amongh "high achievers".	-Research & documentation on these concerns -Establish a study committee with representatives of Virgil, Belmont, Community, Parents -Following study, establish a committee to recommend intervention techniques	GP
	X			X			X		Changes in type of students transferring from elementary schools to Virgil. These Pilipino/Pilipino-American students are another generation, may be less academically prepared and may create more behavior problems	-Make teachers, counselors, aware of the change characteristics -Help teachers understand the heterogencity of this population and the inappropriateness of "stereotyping". -Create an information/communication system between elementary feeder schools & Virgil & Belmont	

SOURCE OF CONCERN/ RECOMMENDATIONS									AREA OF CONCERN/ NEEDS	RECOMMENDATION(S)	*TARGET POPULATION
Security	Teachers	Counselors	Students	Community	Parents	Administrators	Researchers				
		X							Minimum counseling with Pilipino/ Pilipino-American students (More Hispanic Students seen)	- Encourage students to talk to counselors. Counselors should realize that most of their time is focused on problem students & less on students who are cooperative	GP
	X	X							Parent-Student Relations/Parent Conferences	- Family counseling which would learn to listen to students during school counseling sessions and how to utilize counseling services at Virgil	GP,BP/G
X		X							Thefts (The main anti-social activity accounts for majority of "Busts")	- More research why these activities are occurring. - More specific counseling with students involved in these activities (including parents)	BP/G
	X	X		X					Relations with parents, community, school	- Establish a Community Advisory Committee with heavy parent involvement	GP
					X	X			Uninformed parents (counseling service, PTA, Advisory Boards, Educational Opportunities, schooling process in the U.S., Bussing Opportunities, Integration issues, Student Problems)	- Workshops for parents to learn about school system/ opportunities - Better communication with community and parents	GP

*GP (general population), ESL (English as a Second Language), HA/G (High Achievers/Gifted)
BP/G (Behavior Problems/ Gang)

SOURCE OF CONCERN/ RECOMMENDATIONS									AREA OF CONCERN/ NEEDS	RECOMMENDATION(S)	*TARGET POPULATION
Security	Teachers	Counselors	Students	Community	Parents	Administrators	Researchers				
X	X	X	X	X	X				Status of gang activity in local area. Is there potential for revived violence?	- Virgil make an inquiry into the presence of "Satanas", "18th Street" & other known gangs. Contacts: Youth Services Unit, Department of Community Development, County of Los Angeles; Asian Task Force, Los Angeles Police Department.	GP/BP
				X	X				"Negative Image" of Virgil Jr. High School help by members of community & parents.	- Establish a communication system between school, community & parents so that Virgil Jr. High is better understood & properly represented - Get parents to become involved with Virgil's PTA & Advisory Board - Make the activities & opportunities of Virgil more visible to parents & community	GP
	X			X	X				Identification of "Gifted" students. Are the procedures or the system of identifying "gifted" students inappropriate or biased against Pilipino/ Pilipino-American students. A large number are "High Achievers", few are identified as "gifted".	- Examine the procedures for identification to see if immigrants or recent arrivals are bypassed. (If they were not in elementary school here) - Request that teachers identify "potential gifted" students for assesment this year.	AA/G

SOURCE OF CONCERN/ RECOMMENDATIONS									AREA OF CONCERN/ NEEDS	RECOMMENDATION(S)	*TARGET POPULATION
Security	Teachers	Counselors	Students	Community	Parents	Administrators	Researchers				
X		X		X					Why are "Academic Achievers" those who have been involved in "thefts"?	- Virgil should investigate the reasons why these students who are academic achievers are acting out by "Stealing" - An attempt should be made to determine if these students are attempting recognition thru anti-social behavior rather than from academic excellence. What are opportunities for academic recognition. - Virgil should attempt to determine if these activities are motivated by the same factors which relate to gang membership (Recognition, Safety, Thrills, Challenge, Low Identity/Self-Concept)	BP
			X	X	X				Ethnic intergroup relations on campus among students	- Virgil should attempt to determine if its racially integrated setting has healthy student relations or if the various ethnic groups are actually segregated. - Attempts should be made to encourage inter ethnic communications (Clubs, classes, school activities.)	GP/Entire ampus

SOURCE OF CONCERN/ RECOMMENDATIONS									AREA OF CONCERN/ NEEDS	RECOMMENDATION(S)	*TARGET POPULATION
Security	Teachers	Counselors	Students	Community	Parents	Administrators	Researchers				
			X	X			X		Stereotyping of students as "Model" or "Ideal" students by teachers.	- Inform teachers & staff of the process of stereotyping & its impact on students.	AA/G, A
			X						Stereotyping of Filipino/Pilipino-American students as "gang members" by some Chicano students.	- Intergroup relations workshops with various ethnic groups (included members should be student leaders from the various groups). A focus could be "stereotyping" & "labeling". One outcome of the activity should be that students realize that individual differences exist among members of one ethnic group (not all Chicanos or all Pilipinos choose to belong to gangs or clubs).	Entire group

VII. SUMMARY AND CONCLUSIONS

The original purpose of this study was to identify the educational problems of Pilipino/Pilipino-American students so that recommendations for a more effective education for these students could be made. After beginning the study and encountering the "perceptions" that this group had no problems, a slightly different approach or emphasis was used. The term "problem" was replaced by "need".

"Concerns" became important as members of the role set reported what their concerns were for the education of the children. Many times they were not able to identify "needs", except that they reported that the school "needs to do this or to do that". At bottom-line they were concerned about the conditions or practices of the school system.

One very important area of concern is the stereotyping of Pilipino/Pilipino-American students as "academic achievers". A stereotype may be defined as an operationalized myth. In the case of Pilipino/Pilipino-American students, the "gifted" stereotype and incumbent "high expectations" are built upon the myth of Asians comprising "model minorities". Stereotypes arise, as certain behaviors come to be associated with certain categories of people. But, they are vulnerable since they can be tested against reality. There are obvious benefits which accompany the "model minority", "high achiever" notions, yet such labelling tends to obscure real needs and problems of the Pilipino/Pilipino-American student and community. For students who do not fit the mold, the price of pressures to conform to the model are potentially dangerous and high. For those who do meet the challenge, there exists a potential for loss of individual identity as "talented".

There is the need for the establishment of a separate ESL, Pilipino-English class. The Pilipino students enrolled in ESL are recent immigrants, who are generally viewed as bright. They require a more concentrated English language learning environment, so that they may attain progress as quickly as they are capable, in order to fully participate with the main student population in the classroom, and in the general socialization process.

The scarcity of opportunities at Virgil for Pilipino/Pilipino-American students to learn about their cultural heritage is somewhat glaring. The school district has made Pilipino cultural materials available. It seems that with minimal effort, Pilipino units may be incorporated into history classes. As well, with Pilipino-American teachers on the staff, and given the fairly large number of Pilipino/Pilipino-American students, it would seem both appropriate and valuable to pursue the institution of a Pilipino culture and language class, at Virgil Jr. High.

Also, there was expressed a number of concerns which are specific to certain groups of Pilipino/Pilipino-American students. With regard to Pilipino/Pilipino-Americans in ESL, there is the concern for proper assessment of language skills, the placement of these students, the learning program itself, and for the process of reassessment.

With regard to the "academic achievers"/"gifted" there are also a number of concerns. There is a concern for the proper identification of gifted students. Too, there is concern for the existence and quality of special learning opportunities for "high achievers", and the overall maintenance of their academic excellence to high school and college. What are the reinforcements, rewards, and motivation strategies employed to stimulate the educational growth of "high achievers"? Are they adequate? What can the school do to insure that these

talented & "predicted college attenders" find passage into institutions of higher learning?

The main concern, with regard to the "behavior problem" category, involves further endeavors to understand the motivations of students who are involved in thefts. There is concern for the status of "gangs" at any given time. More research is necessary in this area so that preventive care can be taken.

There appears to be a need for a better understanding of the ethnic inter-group relations on Virgil's campus. It appears that although the school is "ethnically inegrated" there still exists "ethnic segregation". Problems with communication seem to exist between the Pilipino/Pilipino-American students and the Chicano students. The Pilipino/Pilipino-American students feel the tension. A clearer understanding of this tension and the extent of its pervasiveness needs to be determined.

It is apparent that there is a relatively high rate of academic success among students of Pilipino/Pilipino-American heritage (although, there are cases of inconsistent performance). Too, it would appear that traditional Pilipino cultural values, largely inculated in the home, play a strong and positive role in motivating students to achieve (albeit, the overwhelming power of the dominant American culture may work to weaken the efficacy of such traditional values). But, is this enough?

Education or "schooling" is often thought of as teacher conveying information to students in the classroom. Yet, this is only a part. This process takes place within a much wider environment, as a part of a vast and dynamic system. Administrators, counsellors, other students, community, and parents act as potential sources of input in determining the quality of that education.

At Virgil, there is much need for improved relations and communication between parents of Pilipino/Pilipino-American students and community and the school personnel and school district. Only through such interaction and involvement can the needs of students be adequately assessed and met. Only through active participation can problems be detected and resolved. Only through such a dynamic demonstration of concern can the quality of their childrens' education be monitored and fruitfully modified or changed. Junior High youngsters are at a critical age for learning and development, and only by maintaining and increasing their avenues for learning can the maximum benefit of education be provided for the maximum number of students.

VIII. SUMMARY OF FINAL COMMENTS OF COMMUNITY REVIEW COMMITTEE

A Community Review Committee Meeting was held at the community office on Friday, June 20, 1980. Seven members of the community and the researcher attended the meeting. The majority of members present were also present at the initial planning meeting for the study.

The purposes of this meeting were to allow members to react and respond to the report and to give members an opportunity to give feedback and comments to be used by the researcher to improve the report and make the report one reflecting input from the community.

The general reactions to the report were favorable. Members were confirming of most findings. Although, it was emphasized quite often that this study was exploratory, a basis for further research, and limited in generalizability. In other words, the community does not want the study to be the last one of its sort. Nor does the community want readers of the district to believe that the

population of Pilipino/Pilipino-American students at Virgil and their educational needs to characterize all students at all school or grade levels.

After a lengthy discussion the community was able to express the following set of concerns and accompanying recommendations. Other comments and requests were made with respect to the findings and interpretations. These comments have been incorporated into the report and constituted a portion of the changes and additions for the second draft.

1. Concern - The study is limited in its generalizability. The students at Virgil are not representative of all Pilipino/Pilipino-American youth in Los Angeles Unified School District. Virgil Jr. High area may be different than other areas. Also, many Pilipino/Pilipino-Americans do not attend Virgil.

   This study is an exploratory one and should serve as a basis for further, more specific, studies.

Recommendations:

A. This study at Virgil should be duplicated at other schools. Perhaps staff members of those schools could be trained and utilized to conduct the study at their respective school sites.

   The specific school sites should be ones where there are a substantial number of Pilipino-American students.

   Recommended sites are:

Elementary Schools	Number of Pilipino/Pilipino-American
Caroldale	110
Hawaiian Gardens	117
Dolores Elementary	82
Commonwealth	87
Bonita	81
232nd	115
Alexandria	89
Del Amo	103
Lockwood	154
Ramona	131
Rosemont	229
Union	80
Jr. Highs	
Carnegie	186
King	155
Sr. Highs	
Belmont	206
Banning	207
Carson	214

   Data was taken from Los Angeles Unified School District. Filipino Pupil and Staff Survey. 1979

B. A study team composed of representative from various schools sites who were involved in research at their schools could be formed. They could share and analyze findings in order to develop a more comprehensive picture of these students and their counseling and education needs.

2. Concern - The "learning environment" at Virgil Jr. High appears to offer only limited opportunities for Pilipino/Pilipino-American and other students to learn about the culture of the Philippines and Pilipino-Americans.

Recommendations:

A. Further examination of classes' curriculum to determine if they include or integrate Pilipino culture. Questions to be asked are:

1. Do literature classes provide exposure to Philippine or Pilipino-American literature and authors?

2. Do music classes provide exposure to the music of the Philippines?

3. Do social studies classes include units on the Philippines or the History and experiences of Pilipino-Americans?

B. The teachers of these classes should be encouraged to integrate the history and culture of Pilipino-Americans in their class curriculums.

C. LAUSD and Virgil Jr. High's administration should encourage teachers and counselors to attend a workshop on the availability of curriculum materials (one such curriculum guide was recently completed by Luis Fullante). They should also attend workshops instructing them in the use of such materials.

D. Materials and Curriculum guides on the Philippines and Pilipino-Americans should be available in both the student and professional libraries on Virgil's campus.

3. Concern - It appears that a large portion of those Pilipino/Pilipino-American students who are "problem students" (busted for break-ins and petty thefts) are also "academic achievers", Student leaders, and members of extracurricular activities. This overlap is both surprising and alarming.

Recommendation:

Counselors, administrators, teachers, students, and security staff should explore this phenomena. A task force to study this could be formulated and run by the counseling office.

60

4. Concern - Pilipino/Pilipino-American parents seem to: have a low participation rate in school activities and events, avoid contacts with counselors and the school administration, lack information about the American school system, be experiencing problems with their children in relation to school, and have a low "Image" of Virgil Jr. High.

Recommendations:

A. Some type of parent/school/student classes could be initiated to inform and educate these parents about the school system in this country. The following are important:

1. What is the concept of Counselor? How are counselors used in schools?

2. What are the roles of administrators (principals, etc.)?

3. What is the concept of the Parents Advisory Board (PAB)?

4. What are the rules and regulations of the school?

B. Classes for parents should be organized to educate them about:

1. Common educational problems of young adults.

2. Drug related issues.

C. Virgil should make efforts to develop better relations with both parents and the community. Attempts should be made to get more parents involved in the Parents Advisory Board. One might begin by calling together a small group of Pilipino/Pilipino-American parents, who, in turn, might take responsibility to contact others and expand the group. It should be noted that in many families in this area both parents are working so that time scheduling is important.

5. Concern - There is concern that there might be more "gifted" students at Virgil than have been identified. It seems that there are a lot more students considered "high achievers" than are labelled "gifted".

Recommendations:

A. An examination of the process and system for identifying a student as "gifted" should be conducted to determine if there is:

1. A systematic reason preventing identification (a recent immigrant entering junior high level may not be tested because testing is usually done in elementary school).

2. The counseling and testing staff at Virgil are overloaded so that a number of these potentially labelled gifted" students are never tested.

3. The testing instruments and procedures are biased or discriminitory against this group of ethnic minority students.

B. Teachers and counselors and other staff at Virgil should be reminded and encouraged that they can recommend students to be tested and identified as "gifted" at the junior high level.

C. Virgil counseling staff should give particular attention and review to those Pilipino/Pilipino-American students who are doing very well in school to see if they have 1) been tested or 2) inappropriately tested.

6. Concern - Tension or potential tension between many Hispanic students and Pilipino/Pilipino-American students seems to be an issue on Virgil's campus. "Gang" related rivalry (or potential for said) may still exist either as a reality or as a potential reality. Some Pilipino/Pilipino-American students feel intimidated by the majority ethnic group on campus (Hispanics).

Recommendations:

A. A student rap group including leaders from both the Hispanic and Pilipino/Pilipino-American student population could reveal to the administration and other staff members the extent of this tension.

B. A human or race relations session or program might benefit not only these groups but the entire student population.

C. Creating structured activities where members of all ethnic groups meet and interact and learn might improve race relations and prevent future conflicts or racial tensions.

7. Concern - It appears that while Pilipino/Pilipino-American students do well academically and behaviorally at Virgil, many students are reported to do poorly in these same areas during their high school years. It is also reported that few of these same students go on to college although their achievements in junior high school and their families' high regard for higher education would predict their attendance in not only college, but good colleges.

Recommendations:

A. More information needs to be gathered to determine if this is the case. A research project (followup study) could be conducted examining records (cum folders) of a cohort of Pilipino/Pilipino-American students at Virgil during the period 1972-74 to see if they 1) maintained their achievement levels, 2) remained cooperative in high school to the extent they were in junior high, 3) if they attend college or not , and 4) what type of college they attended (4-year vs university vs. 2-year/a highly selective vs low selectivity college)

B. Once documented, further information would be needed to explain any patterns or change identified in the above recommended study:

Possible pattern changes might be: high grades at Virgil - low grades at Belmont, few behavioral problems at Virgil - increased problems at Belmont, high achievement at Virgil - high school dropout , completion of high school-non-attendance at college.

8. Concern - Pilipino/Pilipino-American community would be interested in the findings of this study by LAUSD. The information may assist parents in understanding the learning environment of their children and help them facilitate the education of their children. Their feedback and reactions may contribute to an understanding of the educational needs of these students.

Recommendations:

A. This report could be available for members of the community. Dissemination might be done through Virgil Jr. High, LAUSD office, or the Pilipino-American Education Committee.

B. A series of articles describing and presenting the findings of this study could be published in a local community paper. The Balitaan has previously featured educational articles describing activities of LAUSD.

9. Concern - The number of Pilipino/Pilipino-American professional and para-professional staff at Virgil is limited. There are no administrators, counselors, or teachers aides.

Recommendations:

A. Virgil and LAUSD should attempt to fill vacancies that occur in the forthcoming year with Pilipino-American candidates.

B. LAUSD and Virgil's administration should encourage Pilipino-American teachers to begin and/or complete their administrative and counselling credentials thereby developing a potential applicant pool for vacant positions. They should, likewise, be encouraged to apply for vacant positions.

10. Concern - The following are questions posed during the community meeting and constitute additional concerns of the community.

Due to time limitation and priorities, these questions were not explored. However, they were important to the members.

A. To what extent are Pilipino/Pilipino-American students involved in the Integration/Desegregation Plan?

B. To what extent are these students involved in "Bussing"?

C. What has been the impact of Integration/Desegregation on the educatien of Pilipino/Pilipino-American students?

D. What are the chances of a separate class, ESL, for Pilipino/Pilipino-American students?

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APPENDICES

A. Data on Pilipino/Pilipino-American Students

B. Student and Staff Questionnaires

C. Student and Staff Interview Schedules

D. List of Informants

E. List of "Gifted"/Academically Enriched Program Activities

APPENDIX A

DATA ON PILIPINO/PILIPINO-AMERICAN STUDENTS

TABLE I - ENROLLMENT RATES OF
PILIPINO/PILIPINO -AMERICAN STUDENTS

Year	n=Pilipino/Pilipino-American Students At Virgil Jr. High
1977	241
1978	223 (Total Student Population - 1545)
1979	216

TABLE II - STUDENT ETHNIC POPULATION-VIRGIL JR. HIGH (1979)

Ethnic Group	% of Total Student Population At Virgil Jr. High
Black	4.2%
Hispanic	68.9%
White	5.2%
*Pilipino	9.9%
Chinese Japanese Korean Other Asian	11.2%
Others	.6%
Total	100 %

TABLE III - ENGLISH AS A SECOND LANGUAGE - ESL STUDENTS, VIRGIL JR. HIGH

Students	n=	
Total	756	
Pilipino	11	(Tagalog-3, Pilipino-1, Illocano-1 Pilipino/Ilaney/Tagalog-6)

TABLE IV - TITLE I STUDENTS

Students	n=
Pilipino/ Pilipino-American	25

TABLE V - GIFTED STUDENTS, VIRGIL JR. HIGH SCHOOL

Students	n=	(%)
Total Students	75	(100%)
Pilipino	13	(17.3%)

TABLE VI - ETHNIC COMPOSITION OF TEACHERS, VIRGIL JR. HIGH (1979)

Ethnic Group	n=	(%)
Black	15	(12.3)
Hispanic	13	(14.1)
White	65	(57)
Pilipino	3	(3)
Other Asian	14	(13)
Total	110	(100)

FOR PRESENTATION AT FOREIGN POLICY CONFERENCE FOR ASIAN-AMERICANS
(MAY 9, 1980 - CAL STATE, DOMINGUEZ HILLS)

RATIO OF FILIPINO AMERICAN STUDENTS TO THE NUMBER OF FULL-TIME FILIPINO-AMERICAN TEACHERS IN LOS ANGELES USD SCHOOLS

I. ALTERNATIVE SCHOOLS

Total number of Filipino-American children - 114
Total number of Filipino-American Full-time teachers - 0
Total number of Filipino-American part-time teachers - 0

II. ELEMENTARY SCHOOLS

1. There is a total of 4,333 Filipino-American children in LAUSD elementary schools (9 part-time Filipino-American teachers).

2. There is a total of 97 full-time Filipino-American teachers).

Ratio: One full-time Filipino-American teacher per 44 Filipino-American students at LAUSD elementary schools. Significantly, there are many schools with large (more than 25) number of Filipino children with 1 (one) or no Filipino teacher, at all. These are:

232nd Place - 115 students - 1 full-time teacher
Alexandria - 89 students - 1 full-time teacher
Annalee - 36 students - none
Atwater - 66 students - none
Bonita - 81 students - 1 full-time teacher
Broad Avenue - 62 - none
Buchanan - 28 students - none
Cahuenga - 63 students - none
Canterbury - 38 students - none
Caroldale - 110 students - none
Carson - 70 students - none
Commonwealth - 87 students - 1 full-time teacher
Del Amo - 103 students - none
Delevan - 33 - none
Dolores - 82 students - none
Dominguez - 59 students - 1 full-time teacher
Dorris - 36 students - 1 full-time teacher
Eagle Rock - 28 students - none
Glenfeliz - 48 students - none
Hobart - 40 students - 1 full-time teacher
Lockwood - 154 students - 1 full-time teacher
Los Feliz - 36 students - none
Mayberry - 57 students - none
Meyler - 56 students - none

Michetorena - 47 students - 1 full-time teacher
Parmelee - 33 students - none
Ramona - 313 students - none
Santa Monica - 43 students - 1 full-time teacher
Short - 43 students - none
Taper - 43 students - none
Tweedy - 80 students - none
Van Deene - 38 students - 1 full-time teacher
Van Ness - 55 students - none
Wilton - 61 students - none

Additionally, two elementary schools have a significantly large number of students with very small number of Filipino-American teachers -- Hawaiian Elementary has 117 students and 4 full-time teachers; Rosemont Elementary has 229 students and 4 full-time teachers.

III. JUNIOR HIGH SCHOOLS

1. There is a total of 1,545 Filipino-American students in LAUSD Junior High Schools.

2. There is a total of 36 full-time Filipino-American teachers in LAUSD Junior High Schools.

Ratio: There is one full-time Filipino teacher for every 42 Filipino Junior High students at LAUSD (no part-time teachers). In Virgil High School, there are 223 Filipino-American students and two full-time Filipino-American teachers (ratio is 111 students per 1 teacher). In White Junior High, there are 99 Filipino-American students and 1 Filipino-American teacher; in Peary Junior High, there are 48 Filipino-American students and no Filipino-American teachers.

IV. SENIOR HIGH SCHOOLS

1. Total number of Filipino-American students in Senior High Schools in LAUSD is 1,514.

2. Total number of Filipino-American teachers in Senior High Schools in LAUSD IS 27.

Ratio: There is 1 Filipino-American full-time teacher per 56 Filipino-American Senior High School students in LAUSD schools. Significant ratio (unproportional);

Banning - 207 - 0
Belmont - 206 - 4
Carson - 214
Eagle Rock - 109 - 1
Fairfax - 58 - 0
Franklin - 36 - 0

Gardena - 44 - 1
Hollywood - 77 - 1
Los Angeles - 90 - 1
Marshall - 140 - 0
Narbonne - 39 - 0
San Pedro - 49 - 1
Venice - 0 43 - 0

SUMMARY:

7,506 - Total number of Filipino-American students at all levels at Los Angeles Unified School District.

160 Total number of Filipino-American full- time teachers at all levels of Los Angeles Unified School District.

APPENDIX B

STUDENT AND STAFF QUESTIONNAIRES

Submitted to: ESL Coordinator

Pilipino-American Needs Assessment

ESL Education at Virgil Jr. High

1. Can you briefly describe the process of admitting and placing new Pilipino immigrant or transfer students?

   A. How do you identify? _____

   _____

   B. How and what testing? _____

   _____

   _____

   C. Alternative placements to ESL? If they are not placed in ESL initially, what is the normal type of class in which they are placed?

   _____

   _____

   D. Who does the placement? Who is responsible?

   _____

   _____

   E. In general, how do Pilipino-American students do in ESL classes?

   _____

   _____

   F. Can you describe the process of evaluating/re-evaluating ESL students progress and further placement?

   _____

   _____

   _____

2. Please add any information that you might like to about ESL education for Pilipino-American students. I am particularly interested in any special needs that these students might have which might not be addressed at this time, but may need attention.

Submitted to: Gifted Coordinator

Educational Needs of Pilipino-American Students

"Gifted" and "High Achievers" Opportunities

1. Can you briefly describe the "Gifted" program as it exists at Virgil Jr. High School at this time?

2. Approximately how many students are involved in the program?

3. In detail, please describe any "special programs", incentives, funded projects, or opportunities available to the "Gifted" students at Virgil Jr. High?

4. Are students considered "high achievers", but not identified as "gifted" eligible and participating in any special opportunities?

5. What do you feel are some opportunities or special programs that would benefit these "special students"?

In what subject area or curriculum focus would you like to see these activities?

Submitted to: Principal

Educational Needs of Pilipino/Pilipino-American Students: Parent Participation (PTA) (Parent Advisory)

1. Please describe the participation level of Pilipino-American parents in the educational of their children at Virgil Jr. High? (PTA, parents' advisory, counselling, campus events, other advisory councils, district councils, etc.)

2. During the last two years has Virgil Jr. High School met with the Pilipino-American Community for any reason? (Please describe the occasion and the persons involved as well as the outcome of the meeting.)

3. Does Virgil Jr. High School have at the present time any group or board in the Pilipino-American community that they have an ongoing relationship with?

4. If Virgil Jr. High School were to need to meet with the Pilipino-American community for any reason (problems, for information, advice, etc.), who would be asked?

5. How would the persons be contacted?

6. In comparison to other ethnic groups on campus, how does the Pilipino-American parents participation rank?

Submitted to: Students' Activities Sponsor

Educational Needs of Pilipino-American Students

Cultural Events of Virgil Jr. High School

1. Can you list and describe any classes or learning sessions on Virgil campus which focus on Pilipino-Pilipino-American culture?

2. Can you list and describe any "during school" activities of Virgil Jr. High School that had some focus on Pilipino-Pilipino-American culture?

   1978-79 (last year)

   1979-80 (this year)

3. Can you list and describe any "after school" (extracurricular) activities on Virgil Jr. High campus which had some form of focus on Pilipino-Pilipino-American culture?

4. Has the staff at Virgil Jr. High School been involved in any staff development classes or sessions on the culture and education of Pilipino-Pilipino-American students? Please describe.

Submitted to: PTA President

Educational Needs of Pilipino-Pilipino-American Students: PTA Involvement

1. Approximately how many Pilipino/Pilipino-American parents are members of the PTA?

   _____

   _____

   About how many would you consider active? _____

   In what particular areas are they most active? _____

   Was there a particular school year or activity when they were most active?

   _____

2. Has the PTA made any special attempts to increase the involvement of the Pilipino-American community in the PTA?

3. What do you think could be done to increase the level of participation of this community (Pilipino-American)?

4. Has the PTA sponsored/helped to sponsor any event or activity that had some focus on Pilipino-American culture?

Submitted to: Security Agent

Educational Needs of Pilipino-American

Students/Behavioral Problems

1. Can you describe as carefully as possible the most recent "Flareup" between Pilipinos and Chicanos? (Please include time-date-place-seriousness-numbers involved-the type of "flareup" - the outcome)

2. Can you describe as closely as possible what Virgil has/is doing to prevent further confrontations like those experienced in the past?

3. Do you feel that there is still potential for future confrontations? Why?

Submitted to: Attendance Dean

Information Needed

Pilipino-American Educational Needs /Study

Enrollments and Statistics

1. Approximately how many Pilipino-American students were attending Virgil Jr. High?

   1977 _____

   1978 _____

   1979 _____

2. So far this year how many new Pilipino-American students have been admitted to Virgil (other than transferring from elementary school)?

   A. How many were new immigrants? _____

   B. How many were transfers? _____

   C. How many were new residents to the area? _____

3. How many of the new immigrants/new students were placed in ESL? _____
   Which ESL? _____

4. How many Pilipino-American students have transferred or left Virgil this year?

   _____

   Were any of these transfers for misbehavior? _____

   Where did these students transfer to?

   A. Another LAUSD school? _____

   B. Another district? _____

   C. A parochial school? _____

   D. Return to Philippines? _____

5. Please indicate the percentage of Virgil's present population that is:

A. Black _____

B. Chicano/Lantino _____

C. Korean _____

D. Pilipino _____

E. White _____

F. Chinese _____

G. Japanese _____

H. Others _____

6. How many teachers at Virgil are Pilipino-American?

Number _____

Subjects taught _____

7. How many teachers at Virgil are:

A. Chicano _____

B. Black _____

C. White _____

D. Other Asian _____ Specify group _____

_____

_____

8. Are there other staff members or administrators who are Pilipino-American?

Number _____

Positions _____

_____

_____

_____

9. Approximately, how mary "gifted" students attend Virgil Jr. High?

_____

Approximately, how many Pilipino-American students are labelled as "Gifted" (state identification)?

_____

10. Are there any Pilipino-American students who are "Special Education" students?

Number _____

Identify special needs _____

_____

March 11, 1980

Directions: Please complete this survey and return to Ms. Munson.

1. Your grade Level. 7th _____ 8th _____ 9th _____

2. Can you describe the parts of school you consider interesting?

_____

_____

3. Can you describe the parts of school that are uninteresting or boring?

_____

_____

_____

_____

4. Sometimes schools like to make changes. What could Virgil Jr. High School do to:

A. Make school more interesting: _____

_____

_____

B. Make school more challenging? _____

_____

_____

C. Help you do better in school? _____

_____

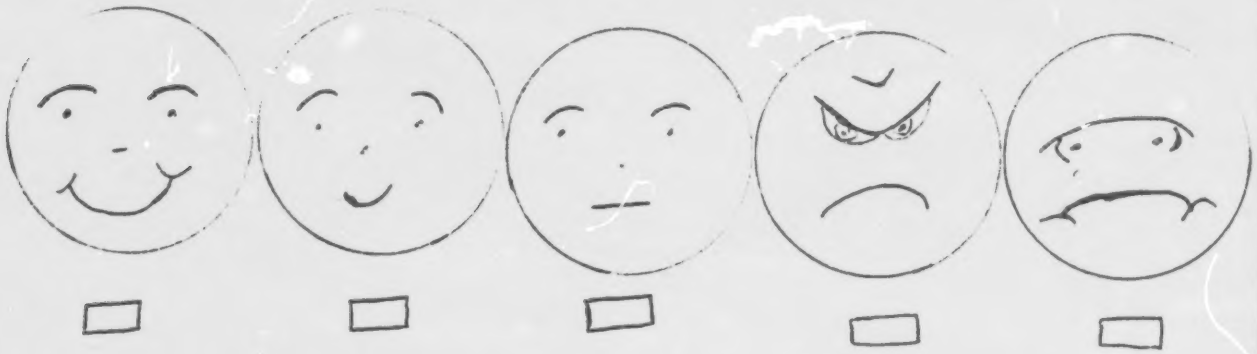
_____

D. Prepare you for high school and college? _____

_____

_____

5. Check the face that best expresses your overall reaction or feelings about school life at Virgil Jr. High School by checking the appropriate square.



Thank You!

APPENDIX C

INTERVIEW SCHEDULES

Interviewer _____
Date _____
Interviewee _____
Relationship to student
_____

INTERVIEW SCHEDULE I

(Teachers, Counselors, Administrators)

Purpose: Identification of the "Population"

1. The Pilipino-American student population is one of several ethnic populations at Virgil Jr. High School.

   Can you describe these students? Perhaps they can be characterized either academically or behaviorally in ways that make them different from other students? On the other hand, maybe they are just like all Jr. High School students.

_____

_____

_____

_____

_____

_____

_____

_____

2. There are probably many Pilipino-American students at Virgil Jr. High who are doing well in school, academically and socially. However, there may be some who are having a difficult time in school.

   Do you believe that any Pilipino-American students are having difficulties in school?

   Who are these students?

_____

_____

_____

   How do you know they are having difficulties?

_____

_____

_____

Do you know of anything that teachers could do?

Do you know of anything that counselors could do?

Principals could do?

Parents could do?

3. The administration, counselors, and teachers of Virgil Jr. High have certain goals and objectives for students. Among them are that students learn and cooperate with the school. the school encounters difficulties when their students do not learn or do not cooperate with school guidelines of conduct and behavior.

   Do you feel the <u>school</u> is having any problems with Pilipino-American students in these respects?

   Please describe as carefully as you can who these students are? How would we know who they are? How can we recognize them?

4. This diagram describes the "role set" of a student. The diagram shows a number of people who students know and talk to at school and away from school. Sometimes students have problems with some people and not others.

   Can you tell me if you have observed or know of any Pilipino-American students who have had trouble or problems with any of the people in the diagram?

   Who are the people?

   _____

   What have been the troubles?

   _____

   Who do you think could help?

   _____

   How could they help?

   _____

Interviewer _____
Date _____
Interviewee _____
Relationship to student
_____

INTERVIEW SCHEDULE I

(Students)

Purpose: Identification of the "Population"

1. The Pilipino-American student population is one of several ethnic groups here at Virgil Jr. High School.

   Can you tell me what Pilipino-American students are like? Perhaps they are the same or different than other students at school.

   _____

   _____

   _____

   _____

   Are they different when it comes to school work and class work?

   _____

   Do they act differently than other students?

   _____

   _____

2. There are probably many Pilipino-American students at Virgil Jr. High who are doing well in school. However, there may be some who are having some difficulties in school.

   Do you believe that any Pilipino-American students are having difficulties in school? (you may include yourself, if you wish)

   _____

   _____

   Who are these students?

   _____

   _____

   How do you know they are having difficulties?

   _____

   _____

Do you know of anything that teachers, counselors, the principal, students, or parents can do to help them?

3. The administration, counselors, and teachers at Virgil Jr. High want students to learn and cooperate with the school. Virgil Jr. High has problems when their students don't learn or don't follow rules.

   Do you think your school is having any problems with Pilipino-American students?

   If so, who are these particular students?

   How do we know who they are?

4. This is a diagram of a student and all the kinds of people that he/she may know and talk to at school or away from school. Can you tell me if you have seen or know of any people that Pilipino-American students have trouble with?

   Who are the people?

What has been the trouble?

Do you think anyone could help to solve the problems?

What do you think could be done?

Do you know of any other people that have not been included in the diagram?

APPENDIX E

ACADEMICALLY ENRICHED/"GIFTED" CLASS ACTIVITIES

ACADEMICALLY ENRICHED/GIFTED CLASS ACTIVITIES

1. Field Trips Of A Cultural And Educational Nature

   A. Jose Limón Da ce ensemble - UCLA
   B. Play - Farenheit 451
   C. Museum of Science and Industry, Special Exhibit
   D. TRW Space and Defense Systems
   E. L. A. County Museum of Art
   F. J. C. Getty Museum of Art
   G. Hal Holbrook - Mark Twain tonight

2. Speakers

   A. Novelist
   B. Attorney
   C. Judge
   D. Member of British Repertory theatre

"END OF DOCUMENT"